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EDUCATIONAL SPECIFICATIONS FOR THE SECONDARY SCHOOLS OF MADISON.

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MADISON PUBLIC SCHOOLS, WIS.

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THIS DOCUMENT OUTLINES THE EDUCATIONAL SPECIFICATIONS FOR NEW SECONDARY SCHOOL PLANTS FOR THE MADISON, WISCONSIN SCHOOL DISTRICT. THE PHILOSOPHY OF THE DISTRICT IS OUTLINED AND RELATED TO THE EDUCATIONAL PROCESSES OF THE SECONDARY SCHOOL WHICH INCLUDES TEACHER-DIRECTED ACTIVITIES AND INDIVIDUAL STUDY PROVISIONS. IT RELATES OBJECTIVES AND GOALS TO TECHNIQUES WHICH ARE SUPPORTED BY THE DESIGN AND FACILITIES OF A NEW SCHOOL PLANT. THE OBJECTIVES OF THE SECONDARY SCHOOL PERMIT DIVERSE EDUCATIONAL EXPERIENCES FOR PUPIL POPULATION SUPPLEMENTED AND ENRICHED BY A BROAD RANGE OF COMMUNITY RESOURCES. ALSO REVIEWED ARE COMMUNITY EXPECTATIONS OF THE SECONDARY SCHOOL IN RELATION TO THE NEEDS OF THE ADULT POPULATION. THE FIRST SECTION OF THE DOCUMENT EXPLAINS AND DESCRIBES THE VARIETY OF LEARNING ACTIVITIES WHICH TAKE PLACE WITHIN A HIGH SCHOOL BUILDING TO STIMULATE EFFECTIVE PUPIL LEARNING. GUIDELINES TO ASSURE ARCHITECTURAL PROVISIONS IN THE DESIGN OF BUILDINGS ARE INCLUDED. THE SECOND SECTION REVIEWS THE LEARNING ACTIVITIES ASSOCIATED WITH AN INSTRUCTIONAL MATERIALS CENTER, ADMINISTRATIVE AND PUPIL PERSONNEL SERVICES, AND THE INSTRUCTIONAL AREAS OF FOREIGN LANGUAGE, LANGUAGE ARTS, SOCIAL STUDIES, MATHEMATICS, SCIENCE, VOCATIONAL EDUCATION, BUSINESS AND DISTRIBUTIVE EDUCATION, HOME ECONOMICS, MUSIC, ART, AND PHYSICAL EDUCATION. (JZ)

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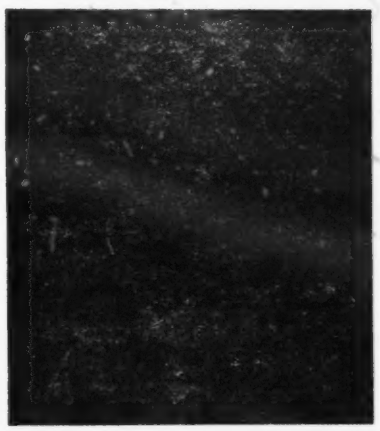
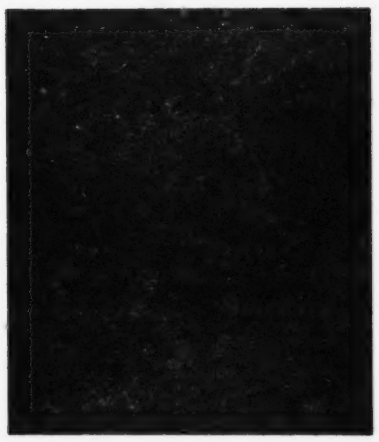
EDUCATIONAL SPECIFICATIONS

FOR SECONDARY SCHOOLS





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EDUCATIONAL SPECIFICATIONS

FOR THE SECONDARY SCHOOLS OF MADISON

[redacted]

Madison Public Schools

Madison, Wisconsin

December 1966

Robert D. Gilberts
Superintendent of Schools

EDUCATIONAL SPECIFICATIONS

for

THE SECONDARY SCHOOLS OF MADISON, WISCONSIN

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INTRODUCTION

A school building should be a reflection of an educational philosophy. These specifications have been prepared so that architects, administrators, teachers, and parents may have a guide and reference to our philosophy. We recognize that this must be constantly reviewed and evaluated if it is to be useful in an age of change.

Robert D. Gilberts
Superintendent

FOREWORD

This publication was designed to set forth the philosophy, objectives and functions of a desirable secondary school educational program in the Madison Public Schools. It is hoped that those who are charged with the responsibility of designing the junior and senior high school buildings will find within these pages adequate information with which to convert these concepts into the physical facilities necessary for their implementation.

The thinking of many people has been written into the design of this booklet. Teachers and principals have stated their ideas orally and in writing. Central office personnel have given freely of their time and efforts to produce a finished product that will serve as guidelines to future building design as well as current needs.

An attempt has been made to avoid any specific physical plant specifications such as size. It was our purpose to allow a maximum of flexibility for the creative work of professional architects in designing such facilities to provide for the instructional expectations stated in this instrument.

May I express my sincere appreciation to my colleagues for their contributions to these Educational Specifications.

Conan S. Edwards
Director of Secondary Education
Madison Public Schools

EDUCATIONAL SPECIFICATIONS

FOR THE

SECONDARY SCHOOLS OF MADISON, WISCONSIN

I. The Philosophy of the Madison Secondary School

The Board and professional staff of the Madison Public Schools are dedicated completely to the principles which contribute to American democracy. We believe in the dignity and worth of the individual and in the existence of moral law. We have confidence and optimism in the future because man can learn, store knowledge, and reason.

We know that democratic self-government demands citizens who are literate, who can think creatively, and who understand well the great heritage which is theirs. We believe that the public school is the bulwark of democracy and is essential to its existence and dynamic forward thrust.

We believe in a comprehensive educational program that has as its foundation a common core of educational experiences for all. This common core is supplemented by a wide variety of elective experiences which permit the individual to develop his own unique interests, abilities and goals.

We believe that students, parents, school personnel, members of the board of education, and the general public share the responsibility for the total educational program of the school district. We believe that this responsibility requires cooperation, effort, and dedication if the youth of the school community are to receive the learning opportunities necessary for them to become effective citizens in a free society.

It is on these beliefs that the educational objectives, goals, and policies of the Madison Public School District are based.

II. The Educational Process in the Secondary School

The process of learning is always an individual matter whether it takes place in a group or alone. Every learning experience should be directed toward the needs of the individual, and the teachers must be given the opportunities to apply multiple stimuli through the use of varied audio-visual aids.

Some types of learning experiences may be conducted effectively in large groups. Others must occur within the intimate exchange of small groups. Still others proceed best with the student using multi-media for independent study.

In order to help the individual develop those unique qualities which set him apart as a recognizable person, he should be motivated and guided by a competent and dedicated professional person. This teacher must have available facilities and materials that will enable him to direct the couriosity of each potential learner into a variety of learning situations so that any and all intellectual appetites can find nourishment.

All learning should be carefully planned with each situation being built upon the following precepts:

. Teaching is an art which stimulates the inner quest of each student to discover those things which are meaningful to him.

. As learning takes place, the individual develops and matures.

. Individual differences determine the kinds and the intensity of learning experiences which each student will find productive for himself.

. Each individual's learning program should be based upon his present knowledge, skills and interests.

III. The Secondary School Program

The Secondary School program is largely housed in a structure designed to accommodate and to appeal to adolescents in the age range of twelve to eighteen years. The Secondary program of education is designed to provide for the individual's development through the years of adolescence and early maturity by:

. becoming increasingly aware of the infinite variety of human capabilities and need for self-determination.

. placing great emphasis on student initiative, creativity, and originality.

. applying student schedules with varying percentages of large group, small group and independent study according to the needs of the individual students.

. the movement increasingly from pupil control to pupil independence.

. the provision of many opportunities for student leadership and participation.

. the strengthening of learning through curricular organization and sequential instruction.

. the provision of exploratory and terminal curriculum through development of interest.

. the provision of varied units of attainment geared to the levels and goals of the students.

. providing advanced placement programs for the academically inclined and cooperative work experience programs for the vocationally inclined.

. the utilization of all staff members as counselors and instructors.

- planning each student's program on an individual basis providing for a general and specialized education.
- utilizing a clinical approach to the development of each pupil to replace standardized attainments by all.
- utilizing a varied length of school day and year.
- characterizing student time and progress by flexibility and varied scheduling.
- dividing the larger student body into appropriate smaller groupings.
- flexibility.

IV. The Functions of the Secondary School

The school reflects the motivating philosophy and purpose of the community which builds, supports, and maintains it. What the community believes the goals are will largely determine the functions within the program. Basically, the functions of the Secondary School include:

- the education of all youth who are able to participate.
- the development of the potentialities of all learners.
- the recognition of the unity value of a common background of knowledge, skills, and values.
- the recognition of the value and challenge of diversity.
- the preparation of the youth of today to enter the society of today and to adapt to the society of tomorrow.
- the organization of time, talents, and resources to make the most effective use of teacher and subject matter.
- the classification and guidance of students and their movement upward from their point of admission to their point of departure.
- the education of students to a meaningful use of leisure time.

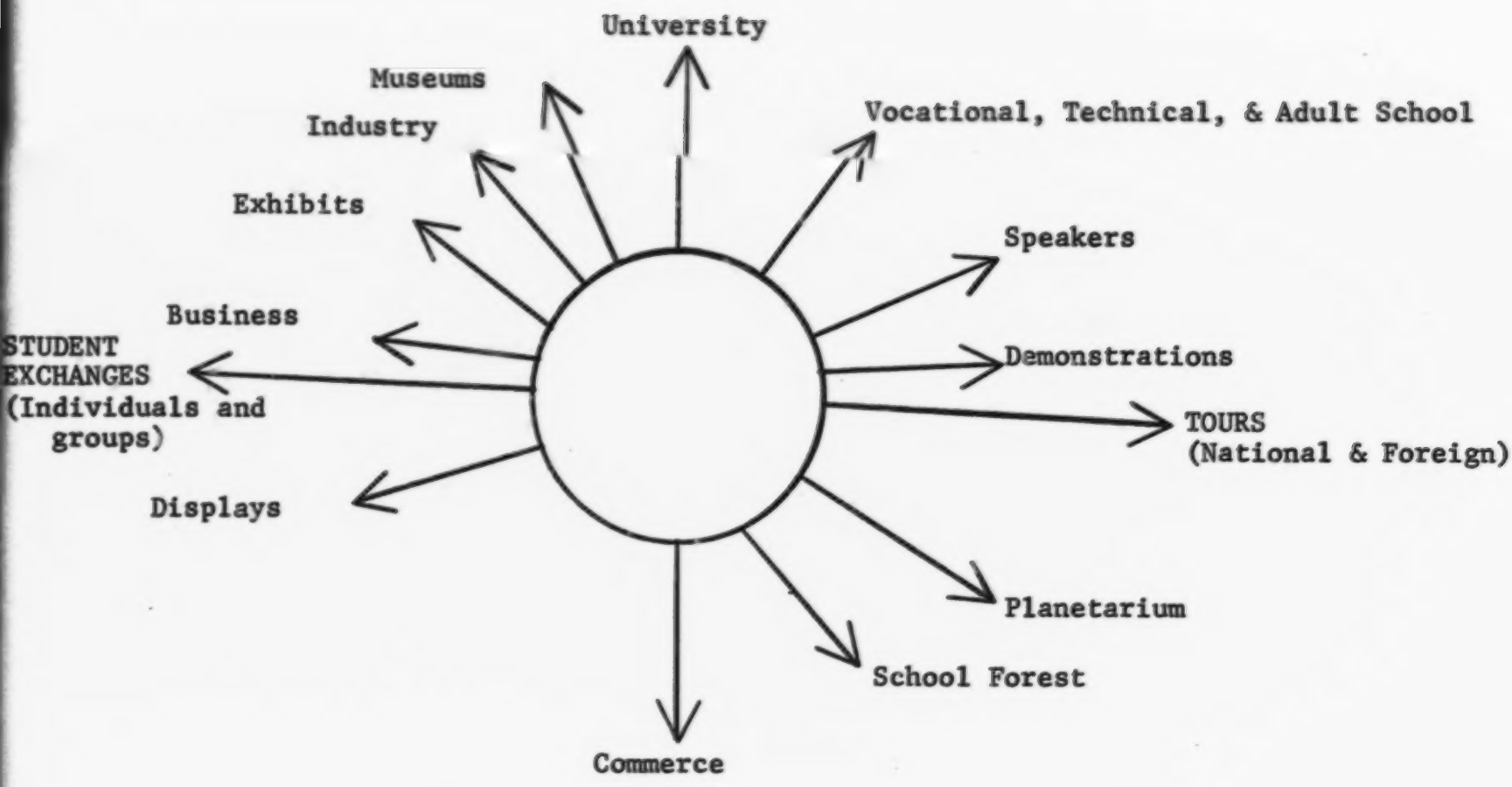
V. Characteristic Secondary Operational Patterns

A program of Secondary Education does not begin and end in a building. The greater community, the nation and the world offer a wealth of learning experiences which, for a number of reasons, could not be offered in a school building. The student goes to such experiences, bringing from them impressions to be discussed, modified, analyzed and refined. Some examples of such experiences might be:

. a class field trip to view local works of art.

. an architectural drawing student visiting a Frank Lloyd Wright-designed structure.

. a research or "special interest " team visiting a University of Wisconsin biological experiment laboratory.



V. Characteristic Secondary Operational Patterns (continued)

Resource people offer much to the student by bringing their experiences to the instructional area. Such experiences are so varied that no one teacher can offer the variety and depth. Discussions with people who have had first hand experience can provide stimulating insights for the secondary school student. A few examples of such activities might include:

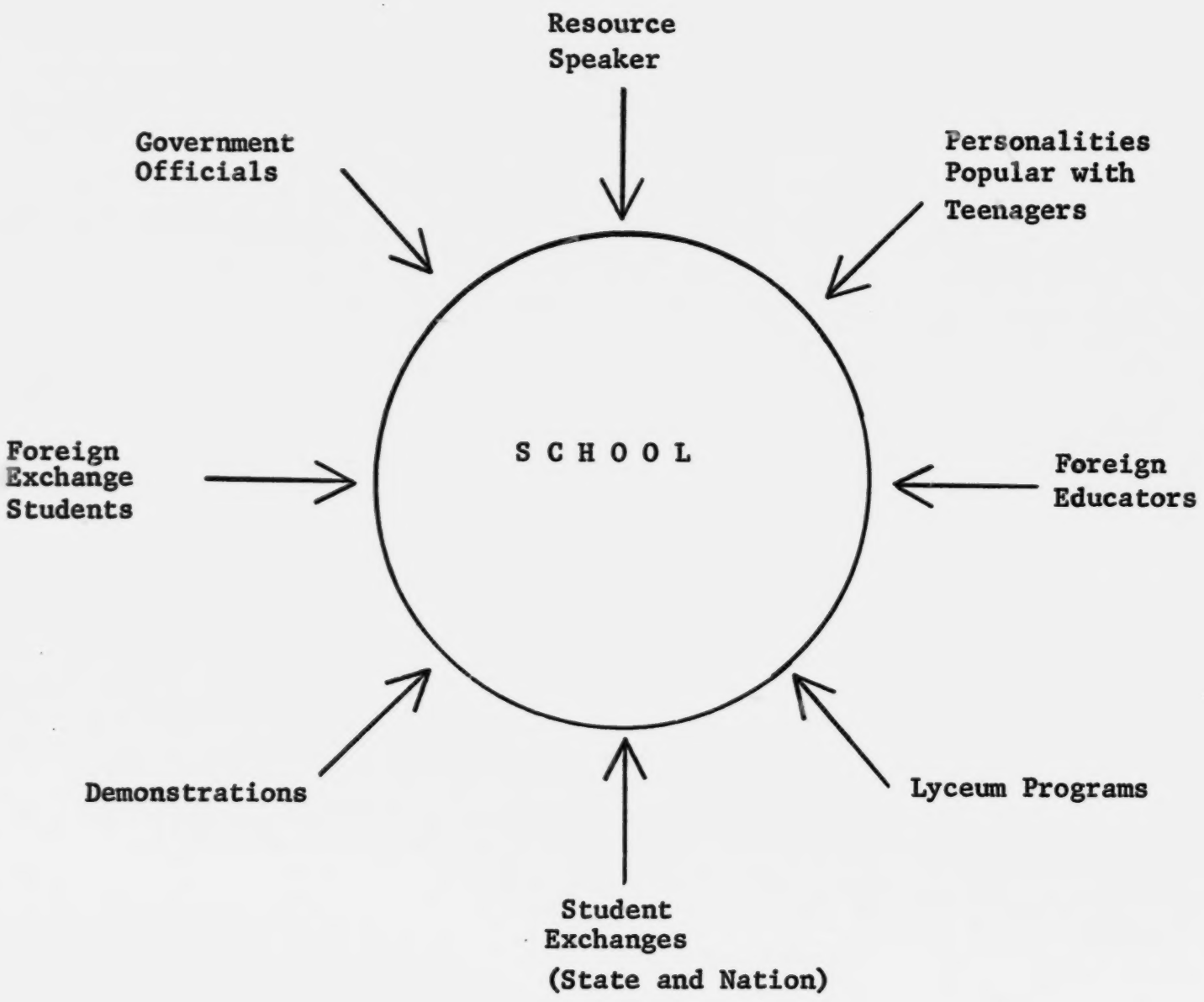
- several illustrated lectures about a geographic area, cultural level, or economic theory by an expert.
- a native of a particular nation discussing the complexities of its language to a language class.
- a demonstration of the uses of a new piece of scientific equipment by a representative of a manufacturing firm.

The secondary school will serve as an important community center, serving not only the needs of its students, but also broad community needs. Often the school serves as the primary unifying factor in a residential neighborhood. Community use of the school plant might include:

- a program for senior citizens
- use of gym facilities for adult sports activities.
- use of athletic field for sports practice and events.
- use of artroom facilities for adult art and crafts activities.
- use of auditorium facilities for adult meetings.
- use of school facilities for voting.
- use of school facilities for youth activities, such as
  youth recreation.
  youth interest-group organizations.
- use of school facilities to further the cause of Parent-Teacher interaction.

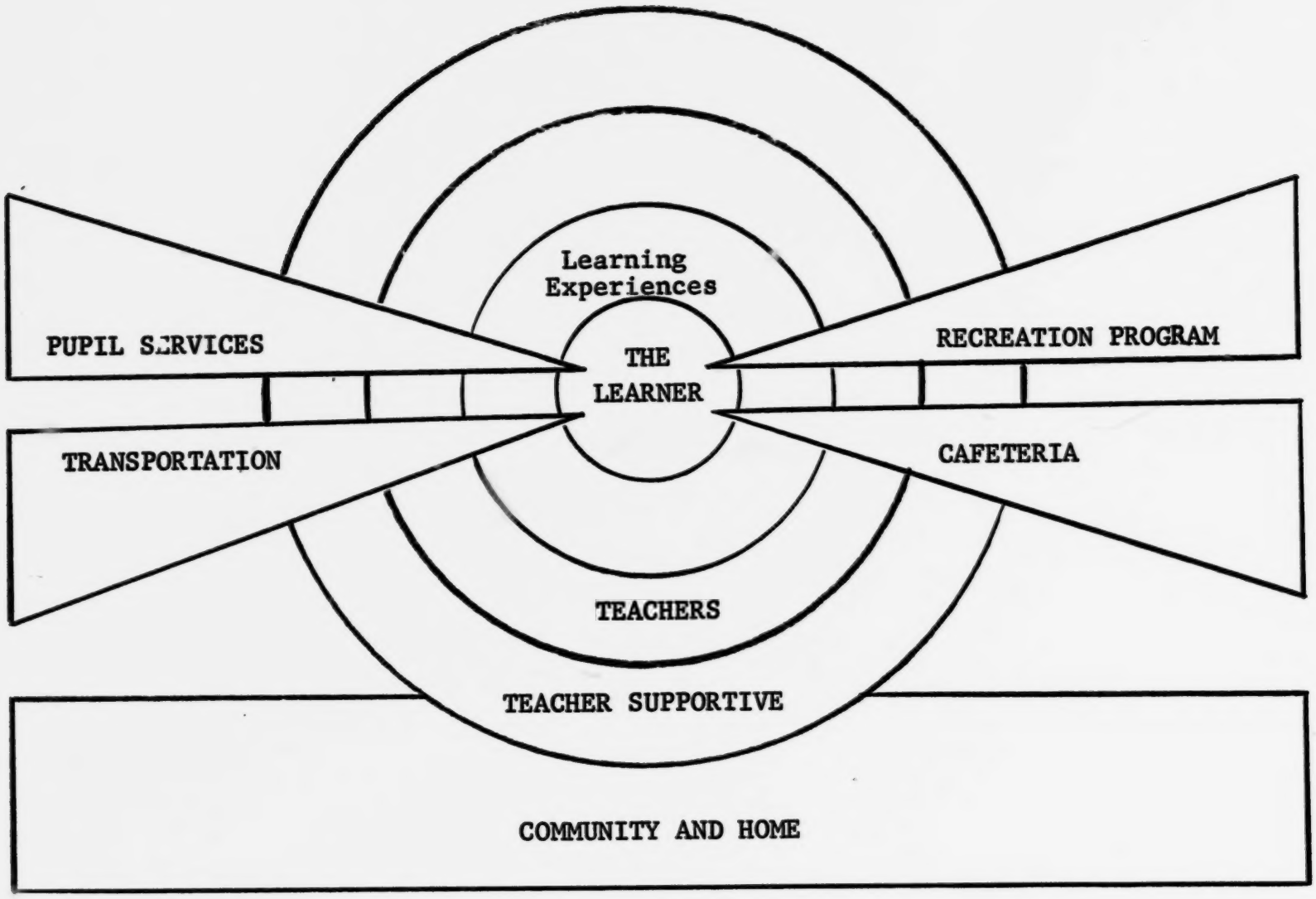
The secondary school will often house programs or offerings for adolescent or adult learners which expands the regular curriculum in terms of time, quality, or supplementary work. Examples of such offerings might include:

- literary appreciation programs.
- localized offerings of adult educational opportunities.
- conversational (non-credit) approach to a foreign language.
- inservice training for staff.
- local or regional professional association meetings or seminars.



Operational Patterns within the School Plant.....

The school plant must provide facilities for students as individuals and as groupings that will vary greatly in size. Facilities must meet needs also of teachers and of material to be taught. Facilities must be provided for those of a staff who support the teaching-learning process, such as guidance, counseling, administration, custodial services, and health services. Supplemental services, including food services are those peripheral services which affect the learner, but are not necessarily a learning experience.



If we look at some operational patterns in the Secondary School, we may see....

1. In terms of the utilization of space:

   . a pleasing approach to the building.

   . a pleasing and utilitarian entrance area.

   . an office suite near the main entrance area.

   . spacious and pleasing channels for movement to and among learning activities areas.

   . numerous and varied areas to accommodate the student -- both as an individual and as a part of a group.

- numerous and varied areas designed for specific types of learning activities, such as language labs, art room, science labs, physical education, etc.
- varied areas designed for rest, relaxation, privacy, and study.
- varied areas designed for work display, and for display of topics of interest.
- varied areas devoted to the health, well-being, and comfort of students and staff, such as nurse's suite, restrooms, etc.
- areas devoted to the working needs, rest, and relaxation of staff.
- areas devoted to the care and maintenance of the building and its campus.
- areas devoted to teaching aid storage, to general storage.
- areas which are expandable, flexible, multi-purpose.
- areas indoors and outdoors devoted to large scale motor activities.
- areas which lend themselves well to adult and extracurricular use.

2. In terms of the student, the teacher, the subject matter:

- an assortment of flexible learning centers to implement and to individualize instruction.
- project areas for individualized pupil experimentation and project development for each area of instruction.
- a planning and preparation area for each teacher and department.
- a pupil-teacher, pupil planning and conference area for each teacher and department.
- seminar areas for small group instruction for each teacher and department.
- independent study or instructional areas for students for each class -- carrels in selected areas.
- electronic and machine teaching areas appropriate to the instruction.
- audio-visual aids potential for each room.
- television facilities, open and closed circuit in selected areas.
- centrally located and all-inclusive instructional materials center.
- climatic conditions conducive to year-around use of facilities.

3. In terms of student activities:

- many students in carrels in their language laboratory, working at their own pace, utilizing the audio-aural approach.
- an accelerated science class lecture, a generalized explanation to be followed by individualized project work.
- boys in an auto mechanics shop rebuilding a car motor.
- a school choral group rehearsing in a music room.
- two students utilizing the filmstrip previewer in the Instructional Materials Center for resource material for a Sociology report.
- a student discussing his program with a guidance counselor.
- a student council meeting with its sponsors.
- girls in home economics preparing a tea for their parents.
- a parent and teacher having a conference about a student's progress.
- a weekly club meeting.
- a class grouping in Basic English reviewing sentence structure.
- a swimming class in the school pool.

--- By way of summary, we see that:

The Physical Facilities of the school plant ....

- are so designed that a large degree of flexibility is possible.
- the instructional areas are constructed in such a way that students can be brought together in small clusters for small group learning.
- adequate provisions are made for the research-minded student to carry on independent study.
- small group, medium group, large group, private conference rooms are provided.
- rooms are designed to meet the needs of specific areas, such as music, language, art, speech.
- scientific laboratories provide ample opportunity for individual effort and space for storage of individual projects.
- space is provided for highly individualized sports as well as group activities and remedial work in body building needs.

- space is provided for relaxation, meditation, listening and viewing.
- contains instructional centers where staff members can prepare materials, do individualized planning, and participate in group planning.

VI. Expectations of the Secondary School Facility

1. The Classroom. The classroom is an area of space devoted to the interaction that transpires between learners and teachers through the medium of learning experience. The Secondary classroom, though specialized, should contain facilities for:

- large and small group instruction.
- individualized activities and study.
- display of materials, projects, etc.
- storage of student and teacher materials, projects.
- storage and use of teaching aids.
- storage and use of furnishings utilized in that sphere of instruction.
- accommodation of teacher work area and files.
- accommodation of visitors to the classroom.
- provision for communication with other parts of building.

Many classrooms will be designed with a very specific or limited use in mind, and would include:

- industrial arts, visual communications, building trades, manufacturing, repair services and electrical power.
- home economics.
- band and choral work.
- art and crafts.
- science laboratories, physical and biological science offerings.
- physical education.
- modern foreign language laboratories.
- mechanical drawing, architectural design.

2. The Administration. Expectaticns would include:

   - students, as individuals and as groups.
   - staff; who must be regarded from the standpoint of both role-expectations and as members of a group.
   - facilities; a school plant that contains all of the desirable facilities to house "a program of excellence"
   - parents; those partners in the educational progress of each student.
   - a curriculum that has a high degree of flexibility.
   - teaching aids which will enhance the teaching-learning process.
   - resource personnel to aid staff in more effectively providing the school's services.
   - adequate office space containing necessary equipment and personnel to record the program, to tabulate, to study, and to analyze.
   - a central administrative office designed to support and to give direction to the programming of entire school system organization of parents, teacher, fellow-administrators designed to enhance, to lead, to allow for exchange of ideas, to provide for leadership.

3. The Custodial staff. Expectations would include:

   - good equipment with which to perform well.
   - adequate storage space for necessary equipment.
   - cooperation from staff and learners.
   - a reasonable allotment of working area and time.
   - that channels of communication be observed by staff and parents in building usage and planned usage.
   - that an area exist for relaxation.

4. Expectations of clerical staff. Expectations would include:

   - good equipment with which to perform well.
   - adequate storage space for necessary equipment.
   - a clearly defined role and working relationship with professional staff.

4. (Continued)

- a reasonable allotment of working area and time.
- that channels of communication be observed by staff and non-staff in requesting services.
- that an area exist for relaxation.
- that working areas be adequate for tasks expected.

5. Expectations of pupil services personnel

- a designated and adequate area in which to perform their particular function.
- the necessary equipment with which to perform well.
- cooperation from building staff with referrals, treatment, and follow up.
- a clearly defined role and working relationship with the building staff.

VII. The Learning Laboratories of the Secondary School

A Secondary School will possess two distant facets in its program- instructional, and Administrative-Supportive. In many areas these are difficult to distinguish. In broad terms, the secondary program is designed around the instructional aspects of the total program. Instruction, in the form of teacher-learning interaction through experiences of learning - through subject matter - is the primary reason for a school's existence. Administrative and supportive facets of an educational program basically are designed to support and to promote instructional activities.

Characteristic of the instructional facet of the educational program would be:

- units designed to accommodate large groupings of learners with one teacher responsible for the learning experience.
- units designed to accommodate smaller groupings of learners in a seminar experience.
- units designed to provide the privacy of individualized learning.
- units designed to meet the needs of learners and teachers of specialized areas, such as science, physical education, industrial arts, home economics, foreign languages, business education, art, music, drama, etc.

- instructional materials centers, designed to house collections of books, recordings, visual aids, and various mechanical helps that make the process of learning and teaching easier.

- flexibility of instructional group sizes.

- varied formation and scheduling of groups at a time and for a time period appropriate to the determined needs of the group.

- appropriate use and increased usage of machines as a standard tool for instruction.

- exploitation of increased usage of all audi-visual means of instruction including the adaption of open and closed circuit TV in selected areas for instruction and supplementation of instruction.

- appropriate use of teacher specialists, teacher aids, lay readers and community resource personnel.

- appropriate presentation of instruction through core approach, seminar, and team teaching.

Characteristic of the administrative-supportive facet of the educational program would be:

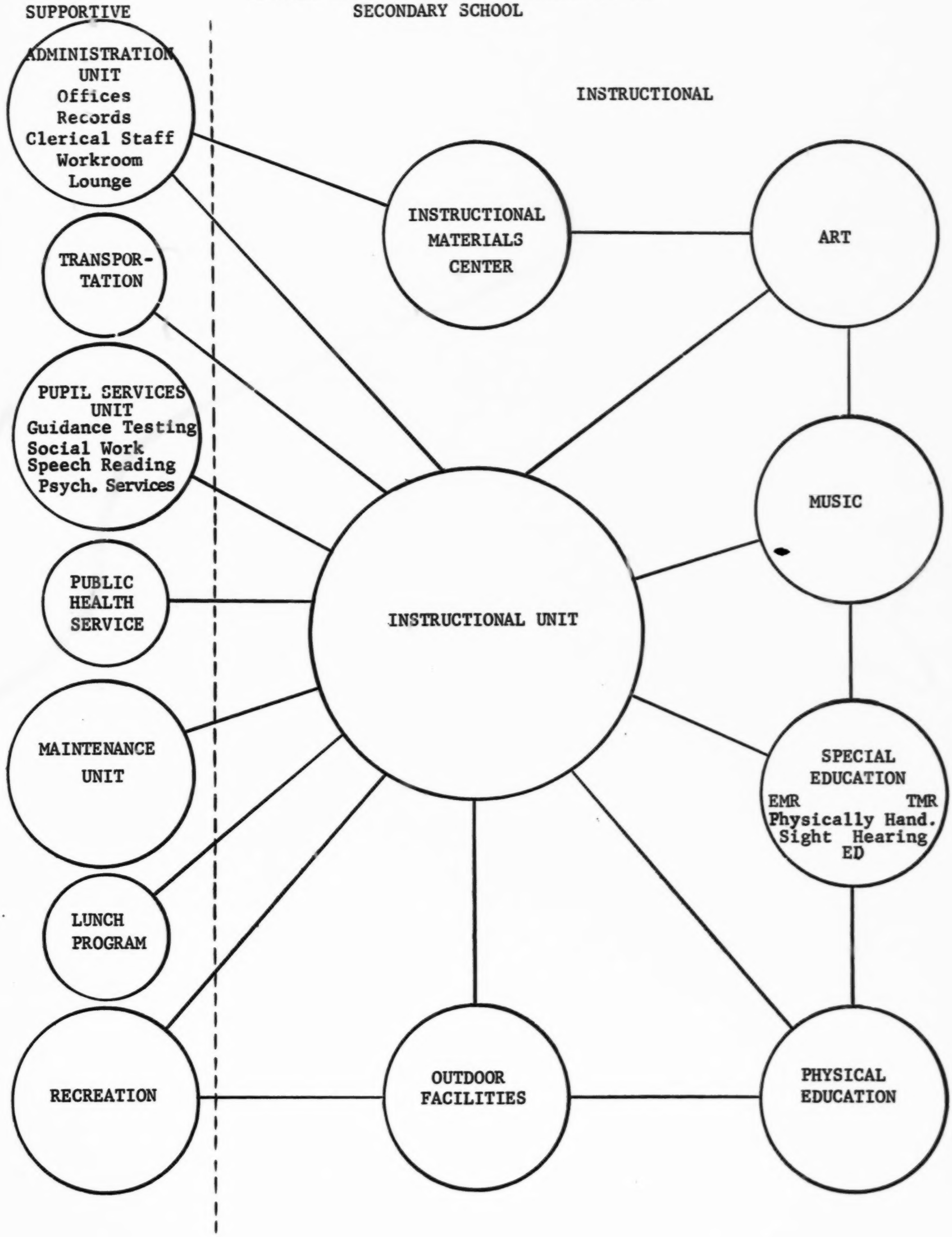
- pupil services units, providing accommodations, facilities, and staff for:
  -- testing -- health care -- guidance
  -- counseling -- speech therapy -- remediation

- maintenance units, which provides accommodations, facilities and staff for:
  -- communications -- heating system -- air treatment
  -- lighting -- water -- sanitation
  -- display areas -- storage areas -- corridors, accessways

- an administrative and staff services unit, providing accommodations, facilities, and staff for:
  -- offices -- general clerical work -- storage
  -- staff work areas -- records and file system--rest, relaxation

Unlike the elementary school, which stresses a high degree of self-containment within the classroom, the secondary program is characterized by departmentalization and specialization. The complexity and necessary classification of learning experiences is such that both teacher specialization and instruction area adaptations to what is being taught, are essential. The needs of the secondary learner are better met through this organizational pattern. In general, almost all secondary instruction areas must provide for:

GRAPHIC PORTRAYAL OF THE PROGRAM OF THE SECONDARY SCHOOL



. flexibility

. areas for group learning.

. areas for a degree of privacy and individualized learning.

. areas for study, research, and reference.

. areas for display and graphic presentation.

. areas which can be utilized for consultation and observation.

. a teacher's station with ample space for teaching tools, references, materials.

. a situation that will accommodate audio-visual and other mechanically helpful needs that may be present.

. a method of intra-building communication.

. ample areas for storage .

The program of education which transpires in the "learning lab" instruction area is characterized by:

. orientation to thinking, studying, discussing where applicable.

. orientation to planning and participation where applicable.

. group and individualized investigative endeavors.

. use of learning tools appropriate to what is being learned.

. varied activities and varied timing.

. display areas.

. working stations for the learner.

Those tools used by learner and teacher in the communicative process called learning will vary greatly with subject areas. In general, the following can be anticipated:

. a desk or work station for each learner.

. tables, where appropriate.

. mobile and often stationary book cases.

. mobile and fixed position blackboards, bulletin boards.

. display facilities, appropriate to learning area.

. wall attached equipment necessary -- screens, etc.

- mobile equipment necessary, charts, maps, screens, etc.

- facilities for suitably darkening classroom when necessary.

- teacher station, including desk, file, reference, storage facilities, etc.

- mechanical teaching aids, which would include some or all of the following which are appropriate:
  --individual filmstrip and slide viewer
  --filmstrip, slide, and movie projector
  --tape recorder, record player, multiple headsets
  --radio and television
  --microprojector, opaque projector, overhead projector
  --classroom general reference materials.

Instructional Areas

1. The Instructional Materials Center:

   - Source of knowledge and information for students and teachers in all departments.

   - Housing, enlarging, processing, and evaluating instructional materials to supplement, complement, and implement all classwork.

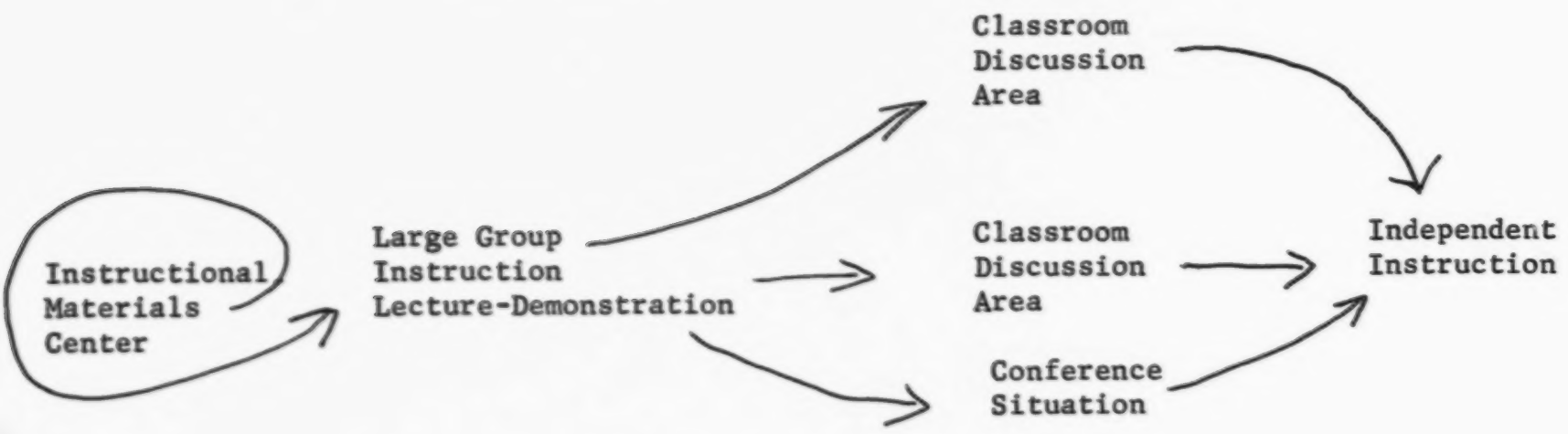
   - Individual instruction of pupil - the use of written materials, audio visual materials, teaching machines.

   - Formal and informal instruction of students and teachers in the use of all kinds of instructional materials.

   - Learning area for teachers - independent and group study- professional and subject area materials - selection, evaluation and utilization of materials.

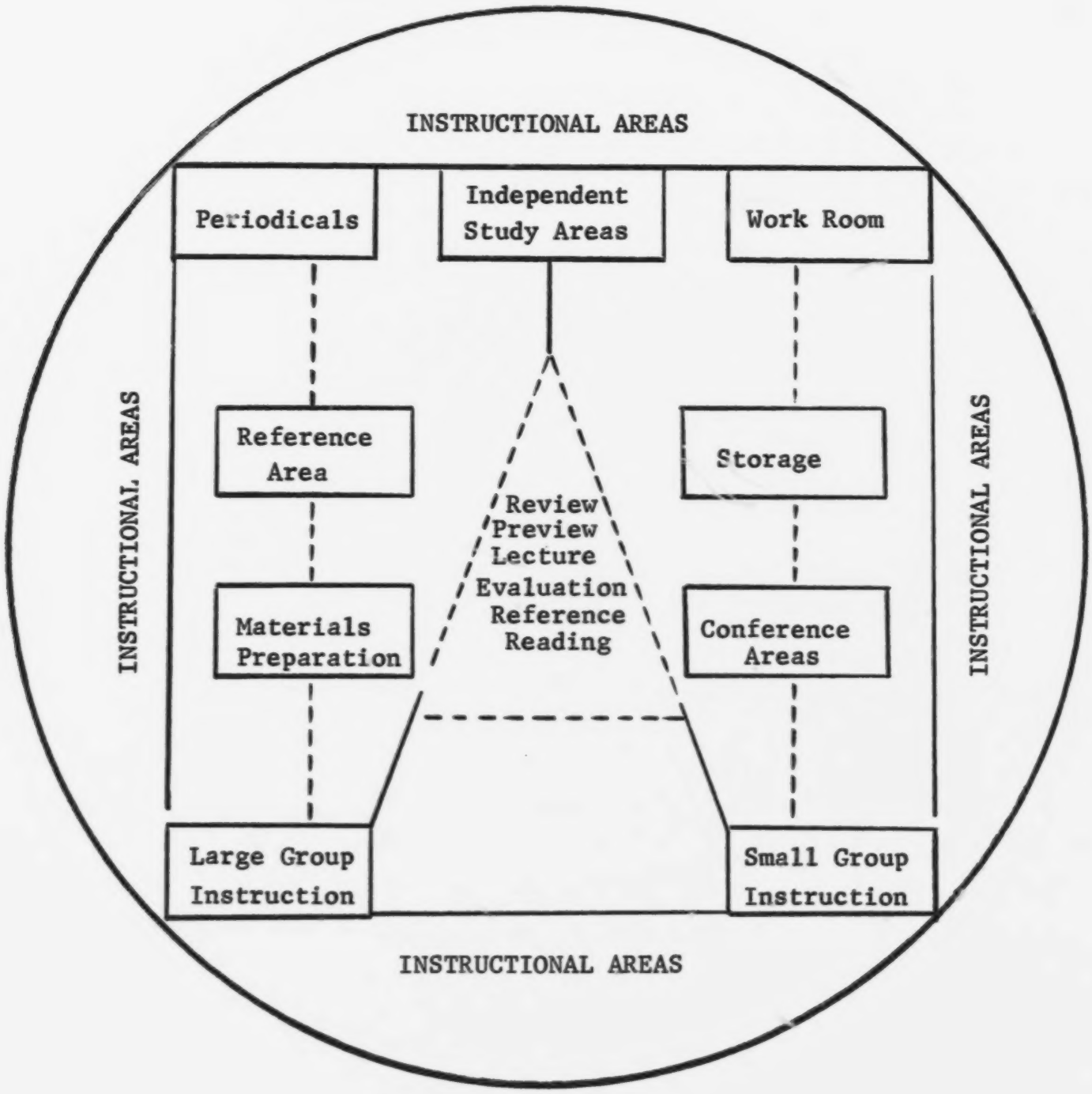
   - Community use of materials - use of community resources - adult recreation.

   - Acts as a threshold toward independent study and independent instruction for the learner ....



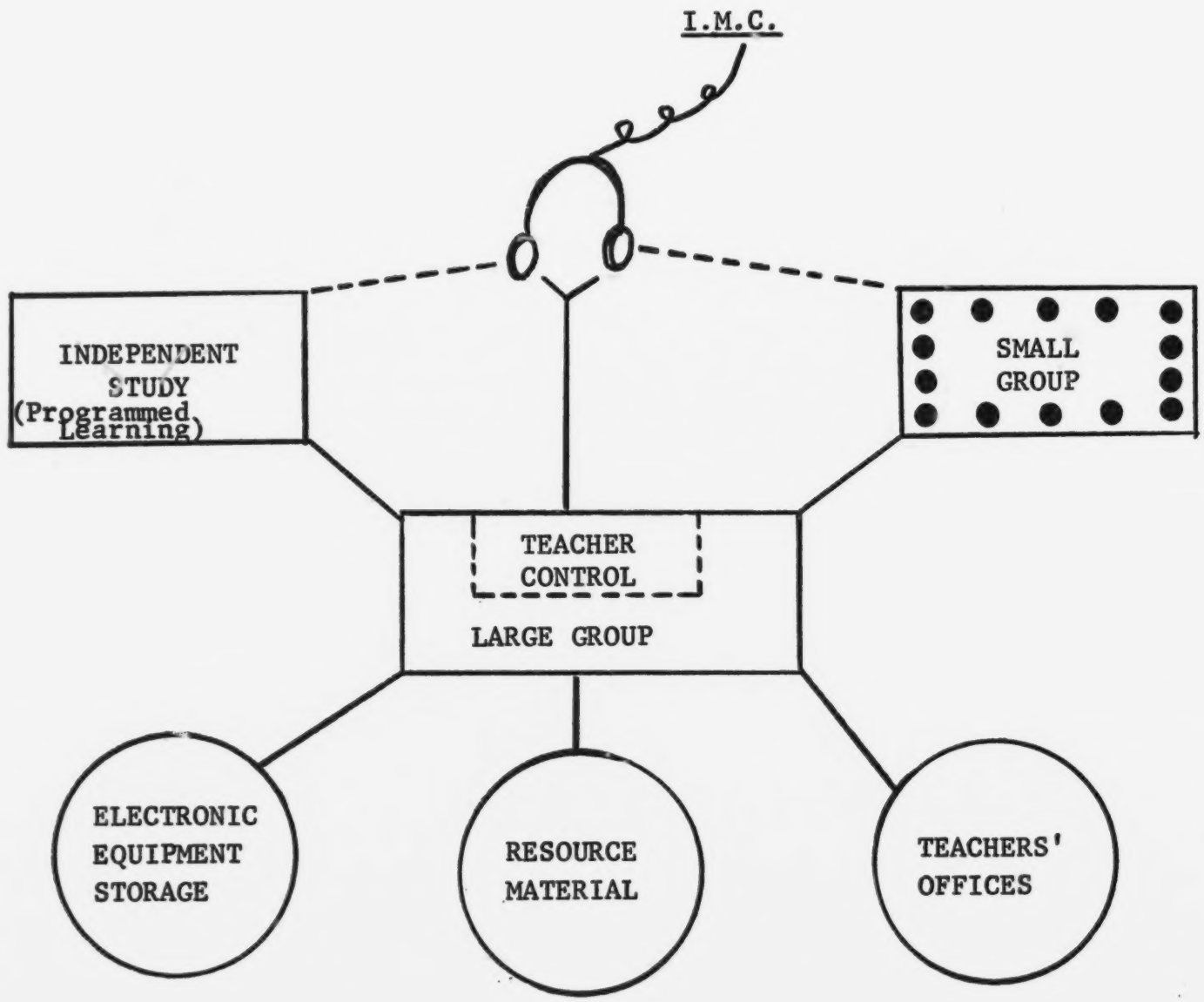
The Instructional Materials Center is just what its name implies, the nerve center of all learning activities of the school. In addition to the traditional library it shall house the multi media means of instruction for large group instruction, small group instruction and independent study. It shall be organized, arranged and equipped to facilitate the support of learning programs planned by teachers. Provisions for preview, review, and self evaluation through the following:

Traditional reference materials
TV monitors
Television tapes
Tape recorded materials
Dial recall equipment
Slide projectors
Film strip projectors
Materials production equipment
Carrels
Record players
Periodicals



2. Modern Foreign Language Program

Flexibility of use
for individualization
of learning



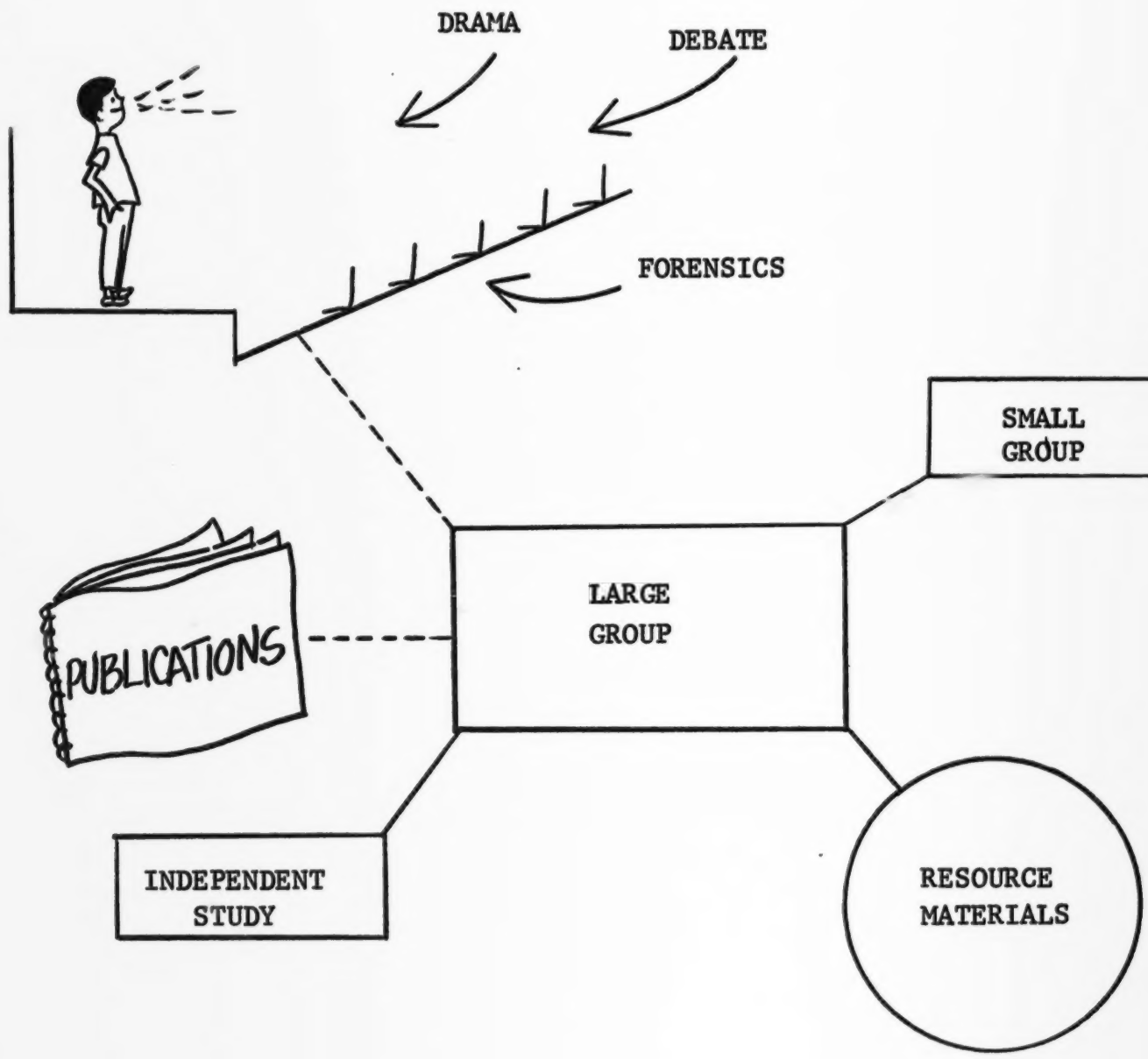
Audio-Lingual method
of communication

Programmed instruction
through electronics
audio and visual aids

Opportunities for team
teaching and instructional
programming using the
resources of the
Instructional Materials
Center

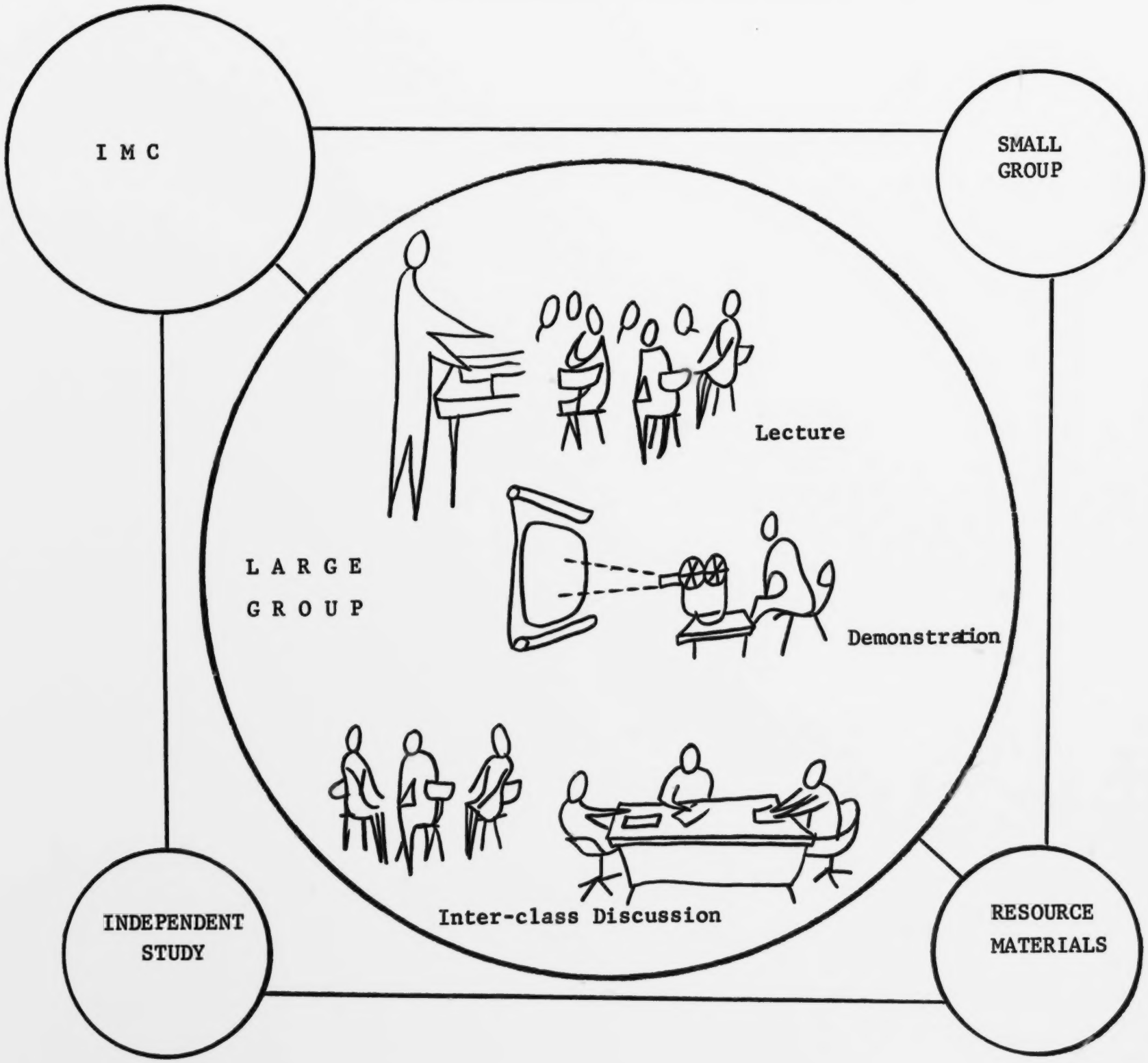
3. Communication Skills - Language Arts

Modern communication skills' programs demand the ultimate in flexibility in order to provide needed individualization of learning. Fundamental learning in literature, grammar, reading, speaking, and listening must be augmented by opportunities in forensics, debate, drama and publications. Opportunities are needed for teaching teams to make use of large group, small group and independent study in providing learning experiences in the areas referred to above.



4. Social Studies

Madison is developing a custom-built, vertically planned social studies curriculum. Such a curriculum requires a flexible arrangement in which curricular models can be effectively implemented that provide optimum opportunities for the examination and evaluation of social data. Today, the knowledge explosion and the increasing need to make creative, first-time decisions demands that the student have a maximum opportunity to ask the right questions and seek tentative solutions to these questions through their own efforts. Such an instructional design as indicated below, will encourage the utilization of curriculum models which present all of the social studies as a part of a meaningful framework and will help to identify those commonalities of the social studies as they focus upon the educational objectives and needs of the community.



5. The Mathematics Program of the Secondary School.

Mathematics instruction requires a breadth of applications with some pupils needing a great amount of individual attention from teachers. Others need opportunities to work independently much of the time. Programmed instruction serves some pupils well in the more basic math courses, but teachers must have opportunities for using multi-media approaches at all levels.

Opportunities for students to study practical applications of mathematics processes and to delve into the theoretical are equally important. Resource materials are a necessity within the math instructional area.

6. The Science Program of the Secondary School.

In order to provide high school students with adequate opportunities for developing their own needs in the world of science, the facilities must be designed for all three phases (large group, small group and independent study) within the science instructional area. Further research of the literature as well as independent study of materials electronically are provided in the instructional materials center.

The science facilities area should provide a flexibility that will permit individual or small group project work to be carried on simultaneously with the scheduled large and small group meetings. Such areas should be available to students without disturbing the progress of other instructional activities. At the same time, provisions for safety precautions and observation by professional personnel must be made.

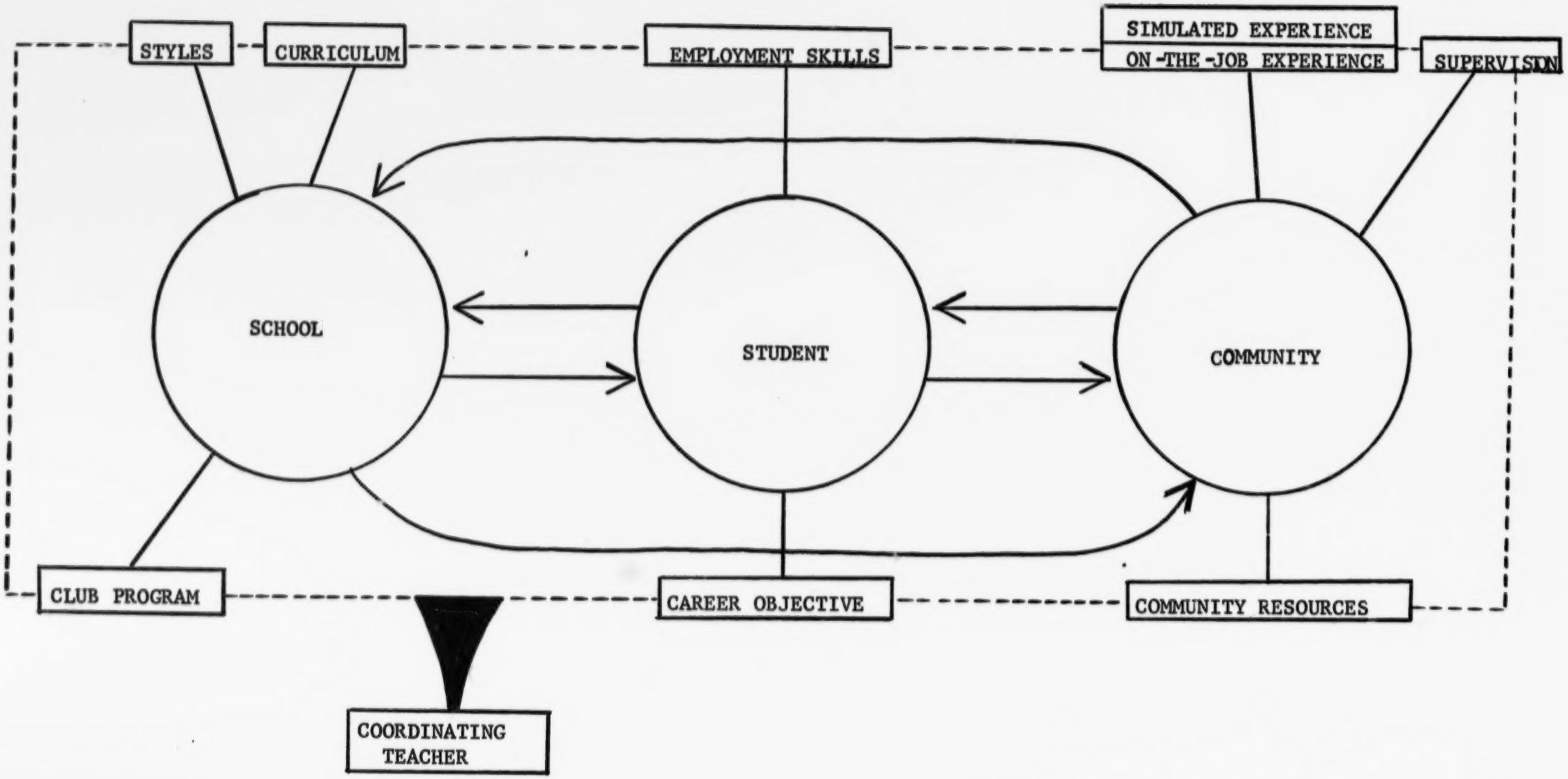
Storage of scientific apparatus and supplies in a safe and secure manner is needed. The placement of equipment and supplies to be acquired by students for specific work at certain times must be accomplished with the greatest safety and ease of movement.

7. Vocational Education

Vocational education is designed to meet the instructional needs of persons engaged in office, distributive, trade and industry, wage earning home economics, and agriculture related education.

Technological innovations have caused changing employment needs and opportunities to be on the increase. The vocational program must be flexible in that it functions as a part of our total education plan and can be adapted to the needs of the Madison community. Therefore, the vocational education curriculum must operate within the structure of the overall school curriculum to meet career objectives and employment skills of the student.

(Diagram - page 22)


STYLES
CURRICULUM
EMPLOYMENT SKILLS
SIMULATED EXPERIENCE
ON-THE-JOB EXPERIENCE
SUPERVISION
SCHOOL
STUDENT
COMMUNITY
CLUB PROGRAM
CAREER OBJECTIVE
COMMUNITY RESOURCES
COORDINATING TEACHER

In qualifying people for acquisition of skilled knowledge, social and occupational adjustment, and advancement in the vocational areas, the following occupational competencies must be presented in the teacher-learner process:

- Basic skills - constant application of the basic skills of communications, mathematics, and science.
- Social competency - development of personal characteristics toward employment.
- Occupational discipline - accomplishment in the performance of "job clusters" within an occupational area .
- Technology - Area of instruction concerning studying the skill, product or service characteristics around which the individual occupational objective is based.

Competencies are learned by experience through the project plan of presenting as realistic a situation as possible. In the Cooperative Plan competencies are actually applied on-the-job under close supervision.

PROJECT PLAN

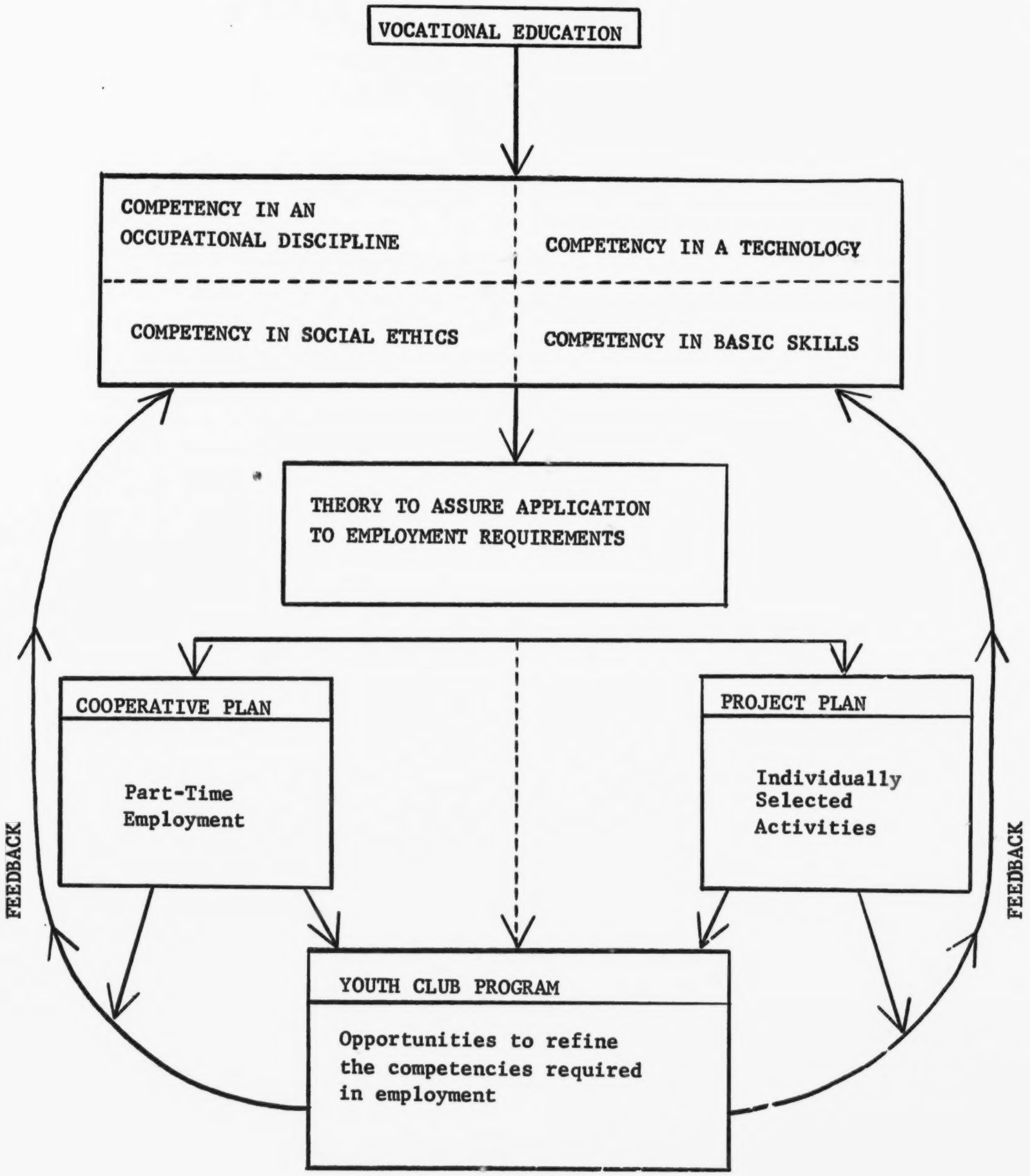
Participation activities which encompass group or individual projects used by the instructor to encourage vocationally-centered learning. These may take place:

- in a specially equipped instructional area.
- problem solving which the student bases his decision.
- a field assignment.
- simulating experiences of varying degrees related. to employment opportunities.

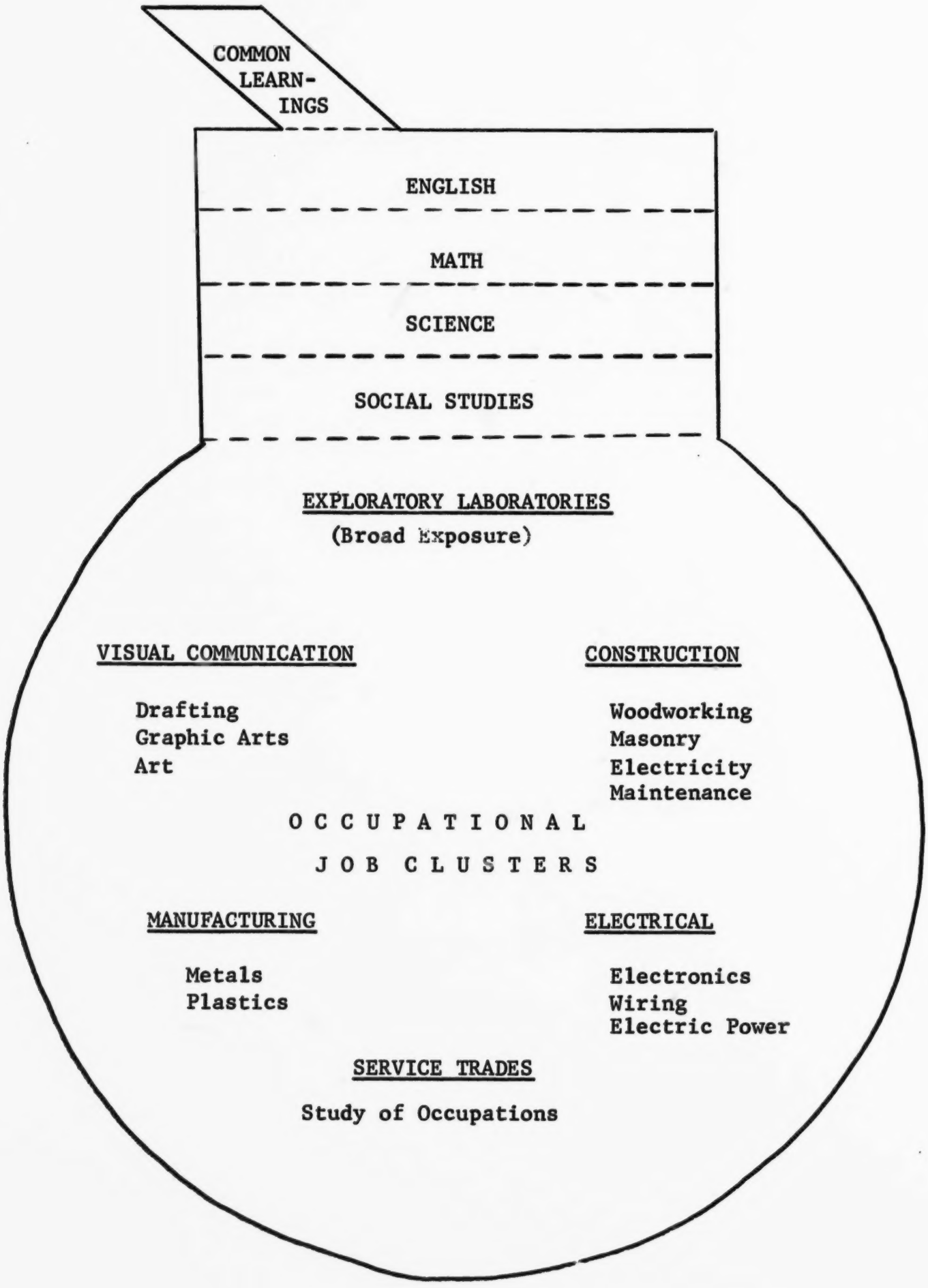
COOPERATIVE PLAN

A program where the students are placed on jobs which have been selected by the school in conjunction with the employer:

- in a specially equipped instructional area.
- regularly scheduled part time employment.
- development of competencies through experience on a job related to career goals.
- job rotation
- student supervised by on-the-job training sponsor and coordinating teacher.


VOCATIONAL EDUCATION
COMPETENCY IN AN OCCUPATIONAL DISCIPLINE
COMPETENCY IN A TECHNOLOGY
COMPETENCY IN SOCIAL ETHICS
COMPETENCY IN BASIC SKILLS
THEORY TO ASSURE APPLICATION TO EMPLOYMENT REQUIREMENTS
COOPERATIVE PLAN
Part-Time Employment
PROJECT PLAN
Individually Selected Activities
FEEDBACK
FEEDBACK
YOUTH CLUB PROGRAM
Opportunities to refine the competencies required in employment

JUNIOR HIGH SCHOOL



Occupational Exploratory Laboratories - Junior High School

Characteristics:

Foundation units of visual communication, construction, electrical, manufacturing, and service trades for everyday living.

Provide for basic skill development and success learning experiences through participating activities (project method).

A study of occupations in the trade and industry fields.

Through team teaching and correlating common learning subjects to the occupational exploratory laboratories, students will have a better appreciation of subject matter that will enable them to consider realistic goals.

Occupational Vocational-Technical Laboratories - Senior High School

Characteristics:

Occupational vocational-technical laboratories in visual communication, construction, electrical, manufacturing and service trades

Students explore "job clusters" in each learning laboratory (Example: Construction cluster would be masonry, carpentry, plumbing, wiring, electronics, and maintenance)

At the 11th or 12th grade level students select one "job cluster" area in preparation for the world of work or continuing education at the 13th and 14th levels.

High degree of individualized instruction and small group instruction utilizing the project method.

Field interviews, trips, and observations of industry.

8. Business and Distributive Education

Characteristics:

Saleable skills for entrance into business and distributive occupations.

Knowledge of skills in shorthand, typewriting, accounting, office machines, data processing, human relations, and communications.

Basic job curriculum and career development for cooperative students.

Marketing functions in using product or service knowledge and techniques, and in demonstrating proficiency in social skills.

SENIOR HIGH SCHOOL

COMMON LEARN-INGS

ENGLISH

MATH

SCIENCE

SOCIAL STUDIES

PRE-VOCATIONAL-TECHNICAL LABORATORY

VISUAL COMMUNICATION

Drafting Graphic Design Art Arts

Photography

CONSTRUCTION

Masonry Carpentry Plumbing

Maintenance

"J O B

C L U S T E R S"

MANUFACTURING

Machine Welding Foundry Shop

Plastics Sheet Metal

ELECTRICAL

Wiring Electronics Electric Power

SERVICE TRADES (Repair)

Appliance Lawn mower Auto Body Auto Mechanics

Power Mechanics Radio-T.V.

Team teaching, large and small group instruction and participating experiences.

Emphasis upon independent study, use of machine, and learning laboratory equipment.

9. A Functional Facility for Home Economics Education

THE FIELD — Basically the field of home economics should be reflected as:

...humanistic in its focus

...consumer oriented

...multi-dimensional in its approach to problems

...realistic and operational in terms of several disciplines

...sensitive to change and conditions affecting homes and families.

THE CURRICULUM — The curriculum includes all the developmental activities and experiences which encourage learning for a variety of learners including those preparing for homemaking, wage-earning and/or professional pursuits. The curriculum areas include:

...human relationships including the significance of the family.

...human growth and development including care and guidance of children and family health

...management in guiding the consumer in a changing society

...consumption and other economic aspects in personal and family living

...nutrition and meal management

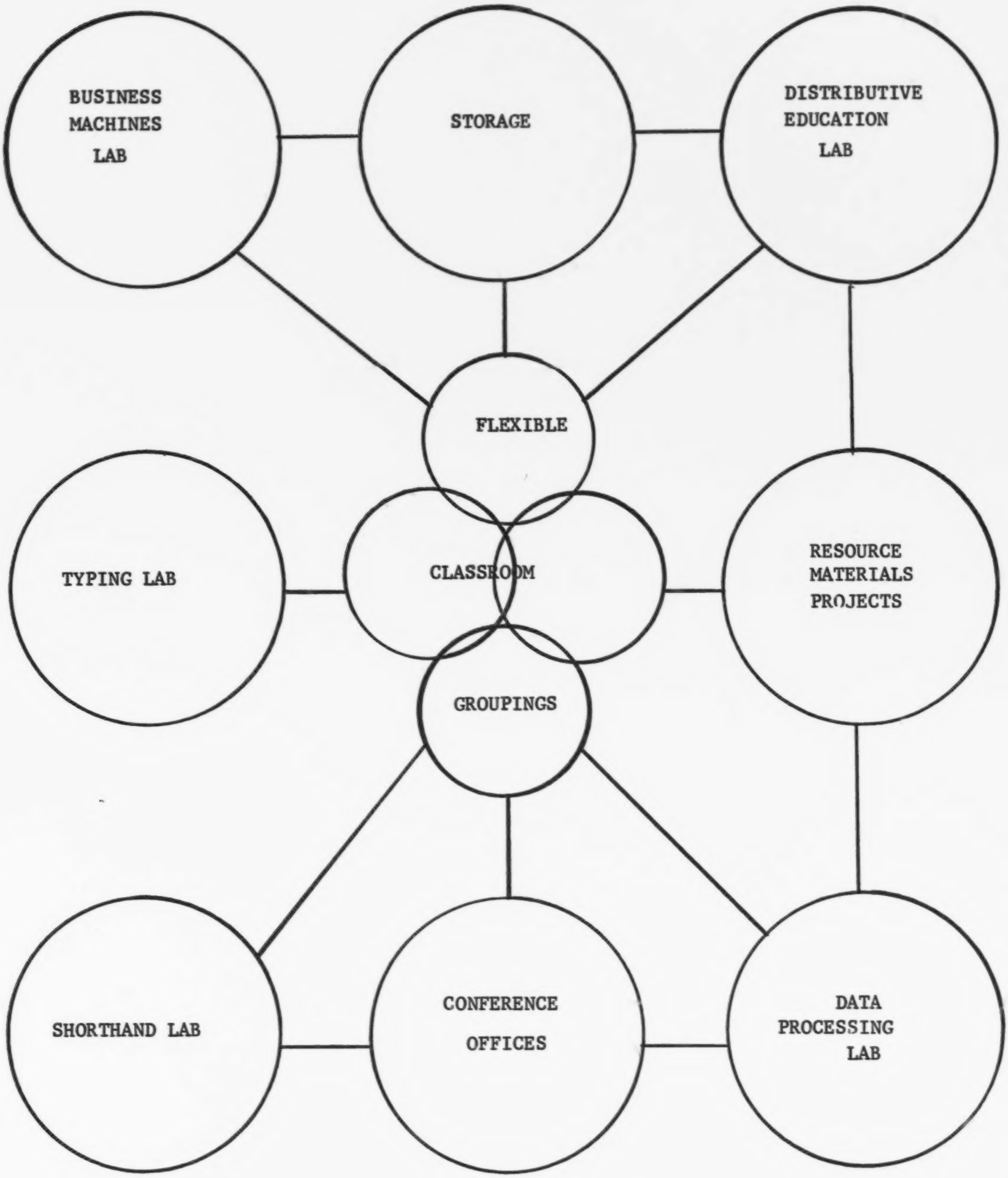
...management of textiles and clothing

...housing, home furnishings, and equipment

...preparation for multiple roles in homemaking and wage-earning

...continuing education opportunities for parents and out-of-school youth and adults concerned with problems related to the home and family.

BUSINESS & DISTRIBUTIVE EDUCATION



THE LEARNERS The learners may be identified in one or more of the following groups:

...homemaking-bound and seeking effective understanding in meeting the needs of today's individuals and families and also preparing to meet the demands of the future.

...vocation-bound and seeking preparation for wage-earning.

...college-bound and seeking education for effective home and family living and pre-professional preparation.

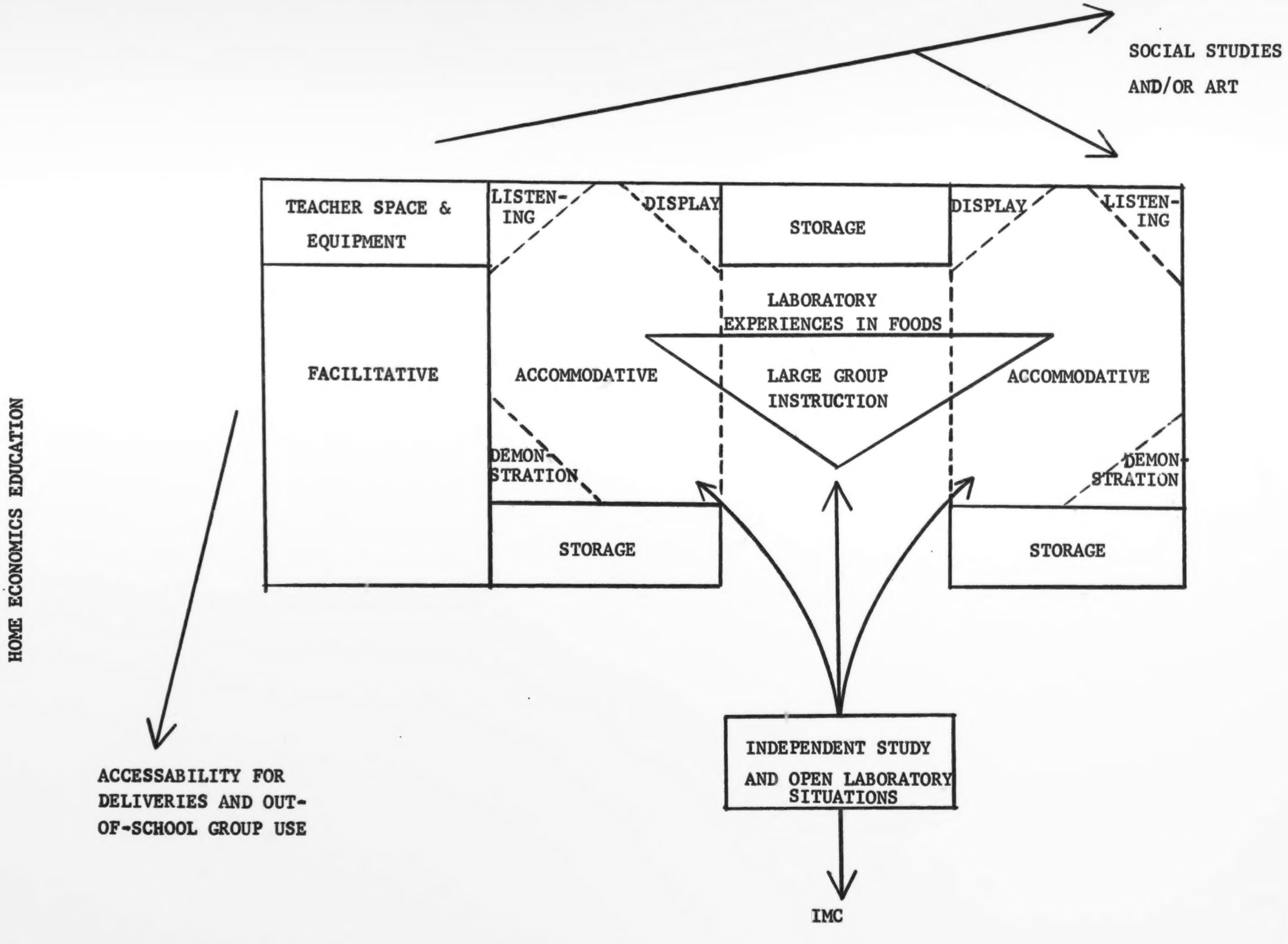
...homemaking and employment bound, including groups of the culturally, economically, and educationally disadvantaged, seeking preparation for present and future roles.

THE FACILITY A functional facility is one which has been planned and equipped to facilitate the teaching of all areas of home economics with due emphasis provided for adequate and adjustable space for individual and group work, modern equipment and furnishings, and conveniently placed storage for all supplies and mobile equipment when not in use. Expectations for the facility would include it to be:

...teaching-learning centered to generate highest teacher instructional efficiency and maximum student learning performance in settings for (a) presentations and demonstrations to both large and small groups, (b) small and large group discussion, (c)individual study, (d) observation of and experiences with caring for small children, (e) team teaching with two or more teachers representing different aspects of a problem, (f) extensive use of mechanical teaching devices including overhead projectors, tape recorders with listening centers, television, teaching machines for programmed learning, as well as films, slides, filmstrips and other instructional aids.

...accomodative to make possible a variety of settings utilizing flexible space and mobile equipment for essential laboratory experiences in food preparation, home furnishings and clothing.

...facilitative to educational continuity focusing on the needs of junior and senior high school students as well as out-of-school youth and adults and community activities related to home and family life; the design and construction of such should accommodate the broader educational objectives rather than simulating a home setting reflecting a particular income level and standard of living.


HOME ECONOMICS EDUCATION
SOCIAL STUDIES
AND/OR ART
TEACHER SPACE &
EQUIPMENT
LISTEN-
ING
DISPLAY
STORAGE
DISPLAY
LISTEN-
ING
LABORATORY
EXPERIENCES IN FOODS
FACILITATIVE
ACCOMMODATIVE
LARGE GROUP
INSTRUCTION
ACCOMMODATIVE
DEMON-
STRATION
DEMON-
STRATION
STORAGE
STORAGE
ACCESSABILITY FOR
DELIVERIES AND OUT-
OF-SCHOOL GROUP USE
INDEPENDENT STUDY
AND OPEN LABORATORY
SITUATIONS
IMC

10. The Secondary School Music Program

The music program of the secondary school has traditionally provided for large group instruction, small group instruction and independent study. This philosophy must be continued and expanded. Listening stations should provide the opportunity for these students to review their productions for critical evaluation, both independently and in small groups. Electronics equipment is required for recording and playback.

Storage is needed for instruments, uniforms and music. Proper location of facilities in reference to areas for performances, and adequate acoustical treatment of learning areas are necessary for good implementation of the music program.

11. The Secondary School Art Program Center

The location of the art laboratory should preferably be on the first floor adjacent to home economics and industrial arts units and the stage and auditorium.

Since art workshops are often "noisy" with pounding or grinding, their separation from academic areas permits more freedom for construction activities.

Any exposure to the outside would be acceptable if lighting is properly engineered for maximum visual comfort. Students will be working with

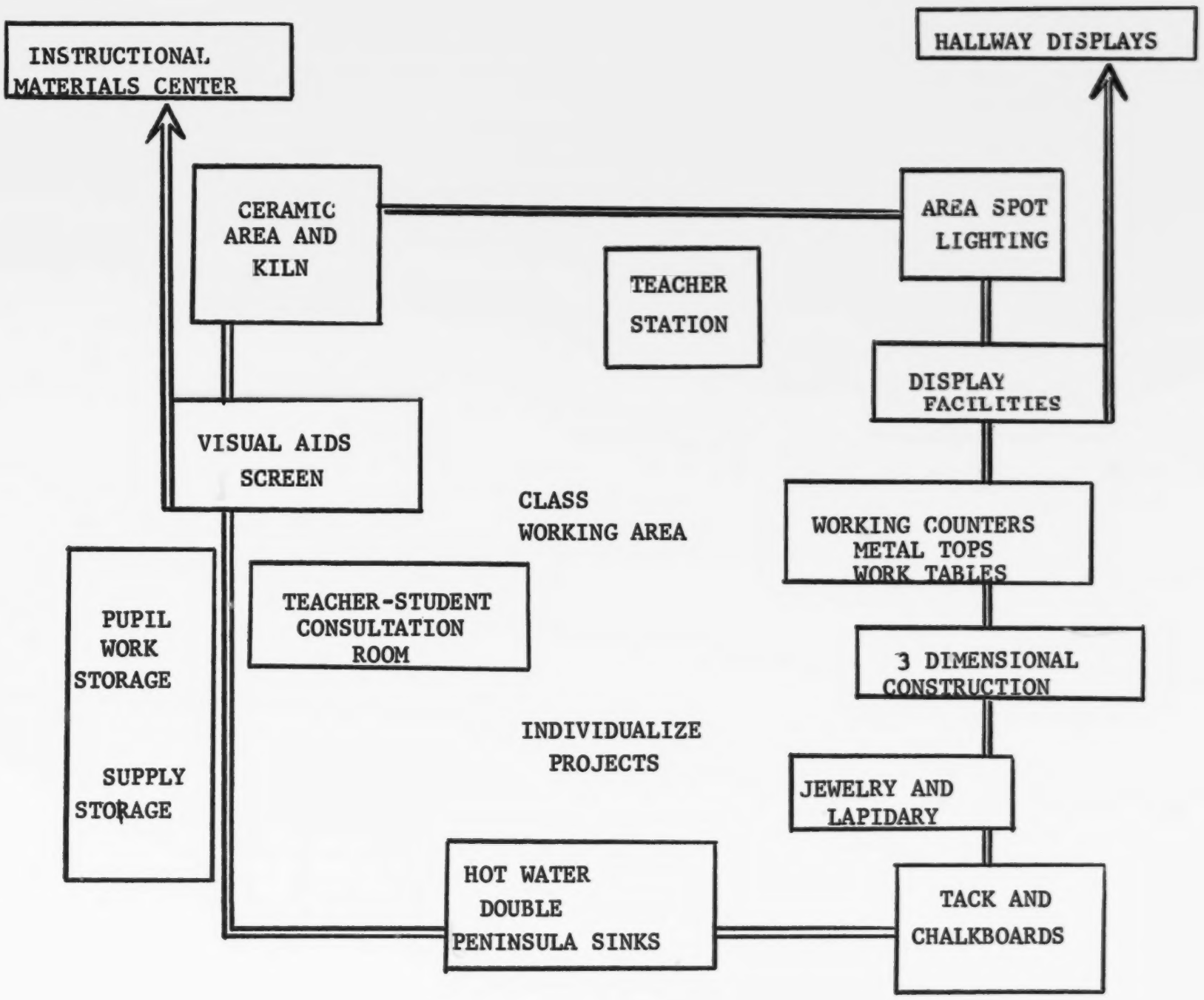
. materials for
- drawing
- painting
- printing & graphics
- ceramics
  firing & glazing
- sculpture
- 3-D construction
- weaving & stitching
- art metal & lapidary
- photography (possibly in visual aids center)

12. Physical Education

Class Instruction: This phase of the program is utilized for the teaching of motor skills, the development of physical efficiency, and the attainment of desirable attitudes, habits and understandings through participation in physical activities. The emphasis here is one of individualizing instruction through broad learning opportunities for each pupil, teaching techniques that meet a wider range of student abilities and flexibility in scheduling, grouping and class size.

The type and number of teaching stations required are determined by the curriculum content and the number of pupils enrolled in the school. A gymnasium suitable to accommodate spectator seating needs for various performances, groups, (basketball, wrestling, volleyball, etc.) is essential. Additional space requirements can more economically be provided through auxilliary gymnasia designed to serve specific, but related uses, ie.; gymnastics, tumbling, and wrestling; dance and recreational games; physical fitness and adaptive-remedial activities. Independent study needs are also met through these facilities and the instructional materials center.

The Secondary School Art Program Center



GRAPHIC INTERPRETATION ONLY - NOT MEANT TO IMPLY ANY SHAPE OR DESIGN

Problems associated with team teaching, variable class size, and variable class periods are recognized in these recommendations. Access to classroom space for large and small group instruction is necessary to the teaching of concepts related to knowledge, understanding and appreciation of the human organism and the forces which affect it.

Extended Opportunities: This phase of the program is structured to provide a laboratory period to enrich those skills and knowledges introduced in the class instruction part of the program. These extra class activities meet in an after-school time period, are voluntary in nature, affect one-third to one-half of the student body, and involve both girls and boys. League play in sports are provided, as well as opportunities for further in-depth work in motor skills through club organizations as gymnastics, synchronized swimming, and modern dance. The school-community recreation program is mentioned here for its facility needs are represented in part in the total physical education program requirements.

Summary: Planning for adequate physical education facility needs must not fail to take into consideration current trends in curricular change in the Madison schools: (1) Greater diversity in curriculum content with a de-emphasis on team sports and an increased emphasis on education for lifetime activities, (2) student selection of learning experiences; (3) Mixed classes; (4) Large and small group instruction using laboratory and classroom as teaching stations; and (5) Expanded intra-extramural opportunities.

13. The Administration and Pupil Services of the Secondary Schools.

Facilities for the pupil services should be located in the vicinity of administration offices. The operations of these services must work cooperatively as supportive functions for the educational program of the school.

The administration area includes the following:

- Principal's Office
- Student Administration
- Reception
- Lavatory
- Teacher's Workroom
- Instructional Services
- Secretarial Office
- Storage
- Teacher's Room
- Records

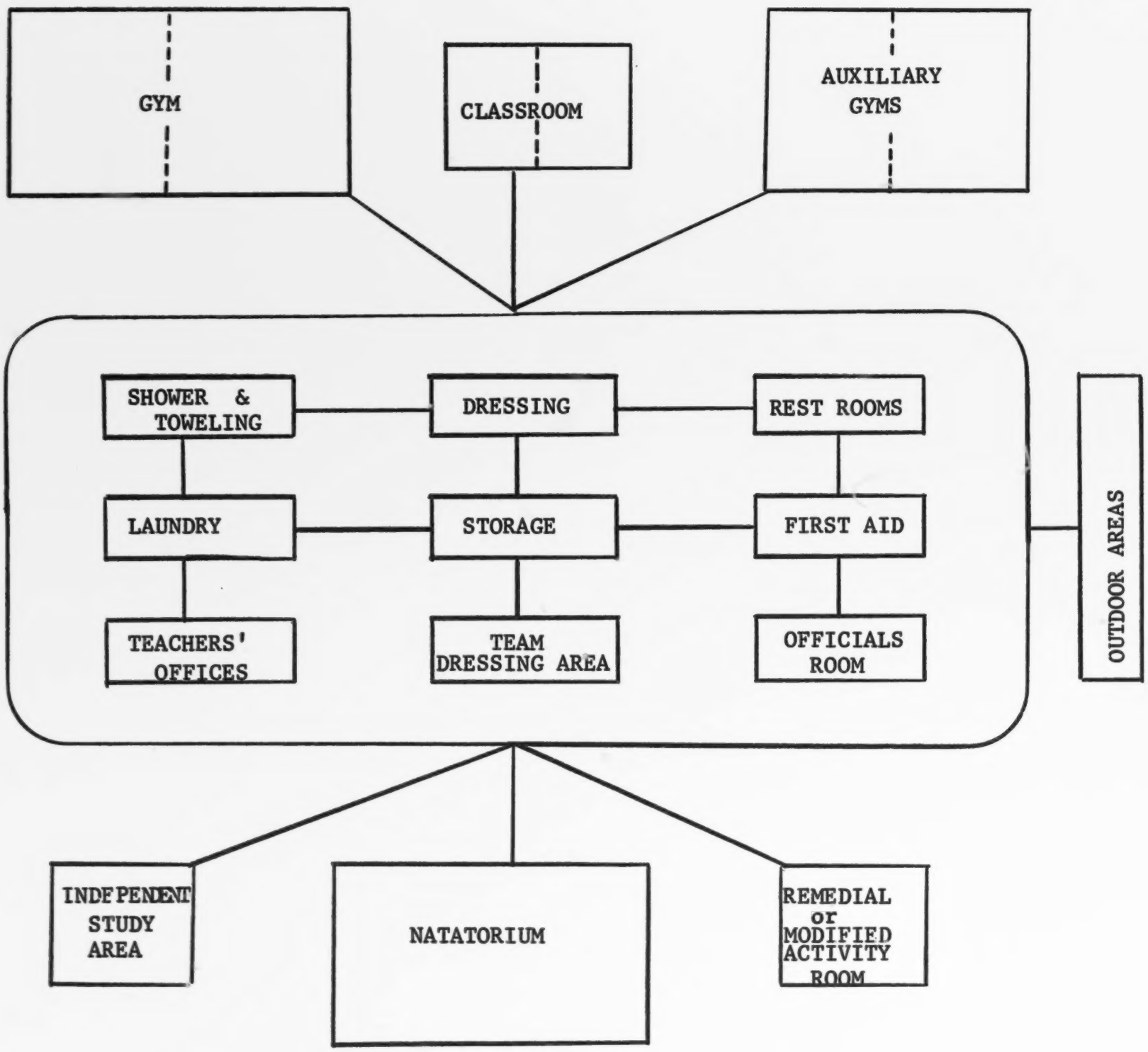
Pupil Services include:

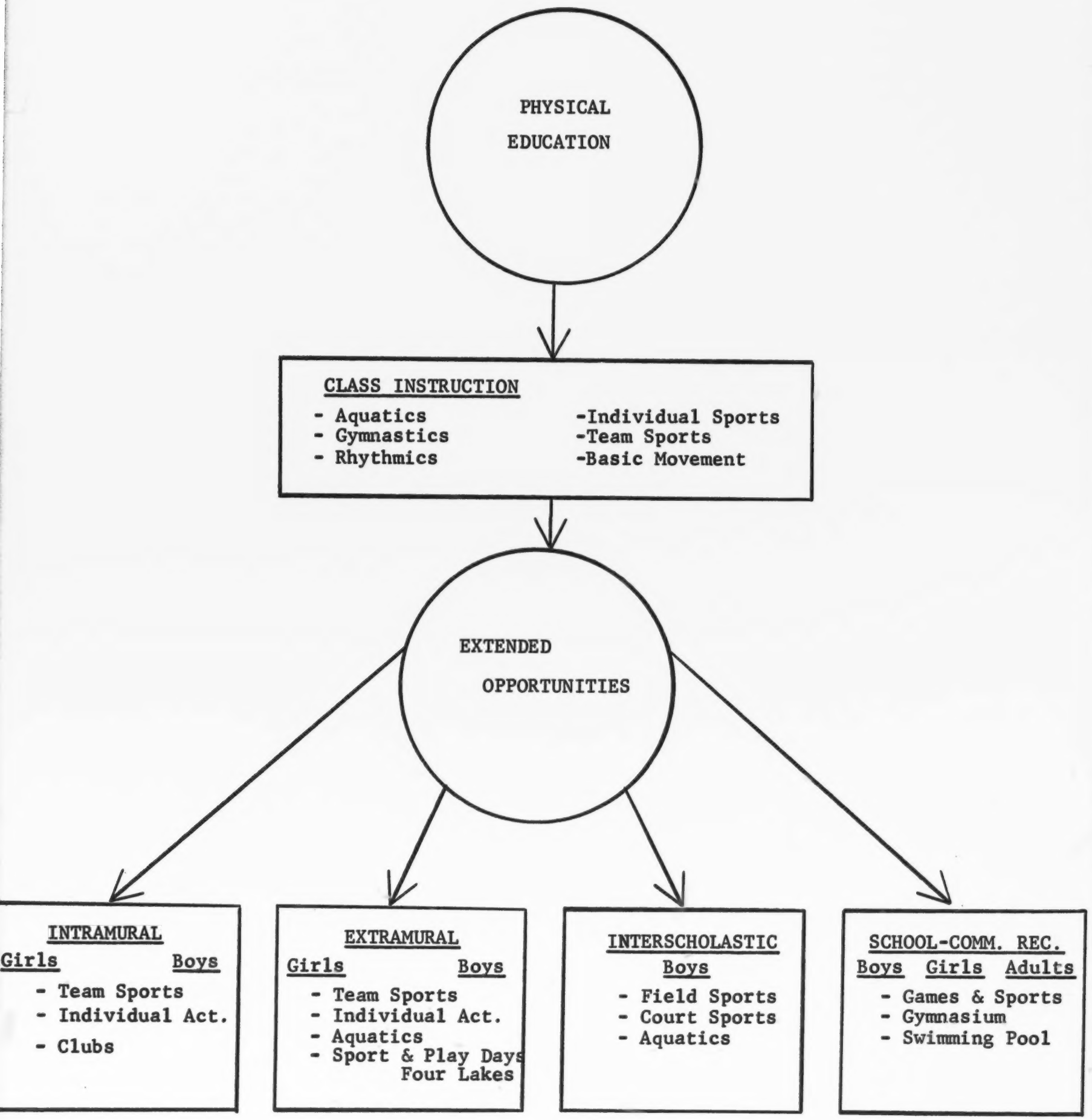
- Counseling (full time & itinerant)
- Social Work
- Speech Therapy
- Reception Secretary
- Testing
- Psychological Services
- Storage
- Records

Health services include:

- Public Health Nurse
- Lavatory
- Reception
- Resting Area
- Storage
- Records

SENIOR HIGH PHYSICAL EDUCATION SPECIFICATIONS




PHYSICAL
EDUCATION
CLASS INSTRUCTION
- Aquatics
- Gymnastics
- Rhythmics
-Individual Sports
-Team Sports
-Basic Movement
EXTENDED
OPPORTUNITIES
INTRAMURAL
Girls Boys
- Team Sports
- Individual Act.
- Clubs
EXTRAMURAL
Girls Boys
- Team Sports
- Individual Act.
- Aquatics
- Sport & Play Days
Four Lakes
INTERSCHOLASTIC
Boys
- Field Sports
- Court Sports
- Aquatics
SCHOOL-COMM. REC.
Boys Girls Adults
- Games & Sports
- Gymnasium
- Swimming Pool